

Improving Fiqh Learning through H5P-Based Interactive Video Media for Third-Grade Students at State Elementary School 1 Jenangan-Ponorogo

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Abstract

Education today requires innovative learning media that can enhance student engagement and improve learning outcomes. In the context of Islamic Religious Education, particularly in Fiqh learning, many students still experience difficulties in understanding prayer materials when teachers rely on conventional methods such as lectures and memorization. Therefore, this study focuses on the use of H5P-based interactive video learning media to address these challenges and create a more engaging and effective learning environment. This study aims to improve student engagement and learning outcomes in Fiqh learning through the use of H5P-based interactive video media for third-grade students at State Elementary School 1, Jenangan-Ponorogo. In addition, this research examines how technology integration can make abstract Islamic concepts more concrete and easier for young learners to understand. This study employs a Classroom Action Research (CAR) approach based on Kurt Lewin's model, consisting of two cycles, each including four stages: planning, implementation, observation, and reflection. The research subjects were 17 third-grade students. Data were collected through observation, interviews, documentation, and tests to measure students' engagement and learning outcomes after the implementation of H5P-based interactive video learning. The results show a significant improvement in both student engagement and learning outcomes. In Cycle I, student engagement reached 57.9%, which increased to 94.1% in Cycle II. Similarly, the percentage of students achieving the Minimum Completeness Criteria (KKM) improved from 35% in Cycle I to 88% in Cycle II. These findings indicate that students became more active, motivated, and better able to understand the material when learning through H5P-based interactive videos. In conclusion, the use of H5P-based interactive video media effectively improves both cognitive and affective aspects of learning. This digital media makes the learning process more meaningful, interactive, and enjoyable. Therefore, H5P can be considered an innovative and efficient technological solution to enhance the quality of Islamic Religious Education, particularly in Fiqh learning at the elementary level.

Keywords: H5P, interactive video, learning outcomes, student engagement, Fiqh learning.

Introduction

Education is a fundamental aspect of developing high-quality human resources. In the context of primary education, Islamic Religious Education plays a strategic role in shaping students' character by instilling religious and moral values that serve as the foundation for their attitudes, knowledge, and skills development (Mulyasa, 2013). One of the essential components of Islamic education is Fiqh learning,

particularly the practice of salat (prayer), which is a fundamental obligation for Muslims that must be introduced and internalized from an early age (Al-Munawwir, 2017).

Salat holds a central position in Islamic teachings, as emphasized in the hadith of the Prophet Muhammad (peace be upon him): “*Salat is the pillar of religion; whoever establishes it has upheld the religion, and whoever abandons it has destroyed the religion*” (Ibn Hajar al-Asqalani, 2002). Therefore, comprehensive instruction that integrates both theoretical understanding and practical application of salat should become a primary focus at the elementary school level.

However, in practice, the teaching of Fiqh—especially related to salat—still faces several challenges. Preliminary observations at State Elementary School 1, Jenangan-Ponorogo, indicate that many third-grade students experience difficulties in memorizing prayer recitations and performing the correct sequence of movements. These challenges are closely related to the limited use of varied instructional methods, as teaching is still predominantly conducted through conventional approaches such as lectures and rote memorization. Such approaches tend to position teachers as the central source of knowledge, while students become passive recipients, resulting in low engagement and limited conceptual understanding (Sudjana, 2008).

The lack of interactive learning media further contributes to this issue. Conventional teaching methods are often insufficient to explain abstract concepts effectively, particularly in subjects such as Fiqh that require both cognitive understanding and practical skills. As a result, many students show low participation during the learning process, which ultimately affects their learning outcomes. This condition aligns with previous findings that identify ineffective teaching strategies and low student engagement as major factors contributing to poor academic achievement (Tasya & Abadi, 2019).

In line with the rapid development of information and communication technology, the integration of digital learning media has become a promising solution to address these challenges. One of the emerging tools is H5P (HTML5 Package), an open-source platform that allows educators to create interactive learning content such as videos, quizzes, and simulations. Interactive video learning

based on H5P enables students not only to watch instructional content but also to actively engage with the material through embedded questions, feedback, and simulations. This interactive approach supports meaningful learning by encouraging active knowledge construction and deeper understanding (Mayer, 2009; Moore et al., 2011).

Previous studies have demonstrated that the integration of technology in education can significantly enhance learning quality when implemented appropriately (Bates & Sangra, 2011). In particular, the use of H5P-based interactive media has been shown to improve students' motivation and engagement in the learning process (Setiawan, 2020). Similarly, the use of interactive learning media has been found to positively influence students' motivation and learning outcomes (Sari, 2018). In the context of Fiqh learning, H5P-based interactive videos can provide a more concrete and engaging learning experience, especially in demonstrating prayer movements and recitations.

Despite its potential, the use of interactive learning media at State Elementary School 1, Jenangan-Ponorogo, remains limited. Based on observations and interviews with Fiqh teachers (Observation, March 9, 2025), learning activities are still dominated by conventional methods, resulting in low student engagement and unsatisfactory learning outcomes. School academic records indicate that the Minimum Completeness Criteria (KKM) for Fiqh is set at 75; however, only 35% of students have achieved this standard, while the majority remain below it. This condition highlights the urgent need for innovative instructional strategies to improve both engagement and learning outcomes.

The low level of student engagement is also reflected in classroom behavior, where students often appear passive, bored, and less motivated during lessons. Learning activities that rely heavily on lectures without variation tend to reduce students' interest and participation. As a result, students find it difficult to fully understand the material, which ultimately impacts their academic performance. This issue is further exacerbated by the limited use of instructional media that could otherwise support more interactive and meaningful learning experiences (Susanti, 2022).

Considering these challenges, the integration of H5P-based interactive video learning media is expected to provide an effective solution to improve the quality of Fiqh learning. This approach allows students to actively participate in the learning process, revisit materials independently, and engage in interactive exercises that reinforce their understanding. In addition, it enables teachers to deliver instructional content in a more structured, engaging, and student-centered manner.

Based on the above considerations, this study focuses on examining how the use of H5P-based interactive video learning media can improve students' engagement and learning outcomes in Fiqh learning for third-grade students at State Elementary School 1, Jenangan-Ponorogo. This study is conducted using a Classroom Action Research approach, which aims to systematically improve the learning process through cycles of planning, action, observation, and reflection. Through this approach, the study seeks to provide a practical and effective solution to enhance both the learning experience and academic achievement of students in Islamic Religious Education.

Method

This study employed a Classroom Action Research (CAR) design based on Kurt Lewin's model, which consists of a cyclical process of planning, action, observation, and reflection. This approach was selected to systematically improve the quality of Fiqh learning, particularly in enhancing students' engagement and learning outcomes through the use of H5P-based interactive video media. CAR is characterized by a reflective spiral process that enables continuous improvement of instructional practices (Happy Fitria & Kristiawan, 2019).

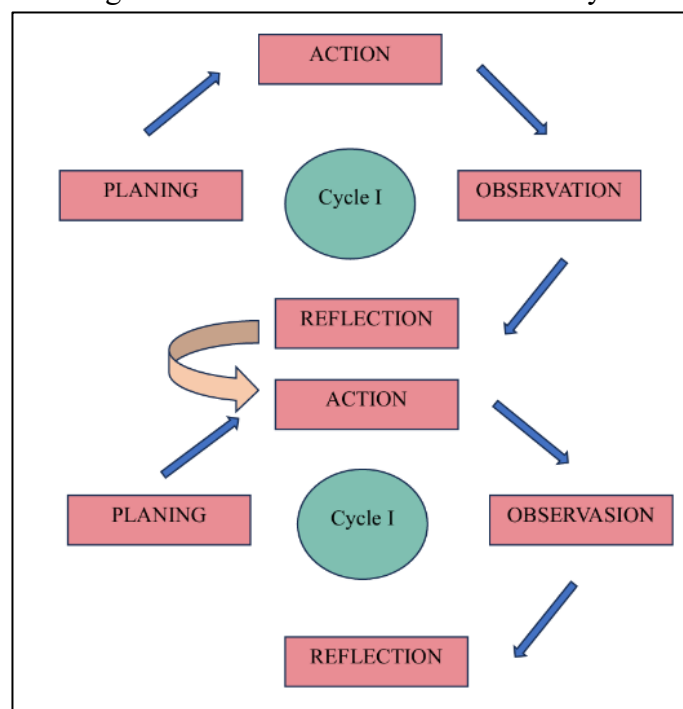
The research was conducted at State Elementary School 1, Jenangan-Ponorogo, from February to April 2025. The participants of this study were 17 third-grade students enrolled in the 2024–2025 academic year. The selection of this setting was based on preliminary findings indicating low student engagement and unsatisfactory learning outcomes in Fiqh learning, particularly in the topic of salat practices.

The research procedure followed two action cycles, each consisting of four stages: planning, action, observation, and reflection. In the planning stage, the researcher prepared lesson plans, developed instructional materials, designed H5P-based interactive video media, and constructed research instruments such as observation sheets and learning outcome tests. The action stage involved the implementation of Fiqh learning using H5P interactive video media, where students actively engaged with the content through guided instruction and interactive activities.

Observation was conducted simultaneously with the learning process to monitor both student engagement and instructional effectiveness. The researcher, assisted by the classroom teacher, used structured observation sheets to record student participation, responsiveness, and involvement during the learning activities. The reflection stage was carried out at the end of each cycle to evaluate the effectiveness of the implemented actions and to identify necessary improvements for the subsequent cycle.

The overall research design can be illustrated as follows: (*Planning* → *Action* → *Observation* → *Reflection* → *Revised Planning*)

Figure 1: Classroom Action Research Cycle



Adopted from Kurt Lewin, 1946)

The data in this study were collected from both primary and secondary sources. Primary data were obtained from students and teachers through learning outcome tests, observation of student activities, and interviews. Secondary data included documentation such as students' score records, school profiles, and photographic evidence of the learning process.

This study involved two main variables: the independent variable and the dependent variable. The independent variable was the use of H5P-based interactive video learning media, while the dependent variables were students' engagement and learning outcomes in Fiqh learning.

Data collection techniques included observation, tests, interviews, and documentation. Observation was used to assess student engagement during the learning process. Tests were administered to measure students' learning outcomes and their achievement of the Minimum Completeness Criteria (KKM). Interviews were conducted with both students and teachers to gain deeper insights into the learning process, while documentation was used to support and validate the collected data.

Data analysis in this study employed a descriptive quantitative and qualitative approach. Quantitative data, such as student engagement scores and learning outcomes, were analyzed using percentage techniques to identify improvements across cycles. The level of student engagement was calculated by comparing the obtained scores with the maximum possible score and presenting the results in percentage form. Meanwhile, learning outcomes were analyzed by calculating the average score and the percentage of students who achieved the KKM.

Qualitative data obtained from observations and interviews were analyzed descriptively to complement the quantitative findings. These data were used to provide a deeper understanding of students' learning behavior, classroom dynamics, and the effectiveness of the implemented media.

The success indicator of this study was determined based on two criteria. First, student engagement was expected to reach a high level of participation during the learning process. Second, at least 70% of students were expected to achieve the Minimum Completeness Criteria (KKM), which was set at 75 according to school standards.

Through this systematic and reflective process, the study aimed to identify how the use of H5P-based interactive video learning media could effectively improve both student engagement and learning outcomes in Fiqh learning.

Results and Discussion

This study was conducted at State Elementary School 1, Jenangan-Ponorogo, a public primary school located in a rural area of East Java. The school serves students from predominantly agricultural family backgrounds and is committed to providing quality basic education and character development. The institutional vision emphasizes the formation of pious, responsible, and high-achieving learners with strong moral and cultural values (School Profile Document, 2025).

Preliminary observations revealed that Fiqh learning, particularly on the topic of salat, was still dominated by conventional teaching methods such as lectures, question-and-answer sessions, and textbook-based instruction. The absence of interactive learning media contributed to low student engagement, as many students appeared passive, distracted, and less motivated during classroom activities.

Initial data also indicated that student learning outcomes were below the Minimum Completeness Criteria (KKM = 75), with only 35% of students achieving the expected standard. These findings highlight the need for instructional innovation to improve both engagement and learning outcomes.

Findings from Classroom Action Research Cycles

The implementation of H5P-based interactive video learning media was carried out through two action cycles. Each cycle consisted of planning, action, observation, and reflection stages.

Cycle I

In the first cycle, the learning process introduced H5P-based interactive video media in Fiqh learning, focusing on the concept and understanding of salat. The results indicated that the implementation had not yet produced optimal outcomes.

Student engagement reached 57.9%, with an average score of 2.32, indicating moderate participation. Several students were still passive, less attentive, and

dependent on more active peers. Classroom dynamics showed that participation was uneven, with only a few students dominating discussions.

In terms of learning outcomes, only 6 out of 17 students (35%) achieved scores above the KKM, while the remaining 64% did not meet the minimum criteria. The average score in this cycle was 48.24, reflecting insufficient mastery of the material. Reflection on Cycle I identified several key issues, including limited student focus on the interactive video, low participation levels, and insufficient teacher strategies to actively engage all students. These findings became the basis for improving instructional strategies in the next cycle.

Cycle II

In Cycle II, improvements were made in instructional delivery, including better classroom management, increased student guidance, and more structured use of H5P interactive features such as quizzes and simulations.

The results showed a significant improvement in student engagement, which increased to 94.1%, with an average score of 3.76. Almost all students actively participated in learning activities, including discussions, problem-solving, and completing interactive tasks.

Similarly, student learning outcomes improved dramatically. All 17 students (100%) successfully achieved scores above the KKM, with an average score of 88.24. This indicates that the learning intervention was highly effective in improving students' understanding of Fiqh material.

The comparison between Cycle I and Cycle II clearly demonstrates substantial progress in both engagement and learning outcomes.

Comparative Analysis

The improvement in student engagement and learning outcomes between the two cycles can be summarized as follows:

1. Student engagement increased from 57.9% to 94.1%
2. Average engagement score improved from 2.32 to 3.76
3. Learning mastery improved from 35% to 100%
4. Average learning score increased from 48.24 to 88.24

These findings indicate that the use of H5P-based interactive video learning media significantly enhanced students' active participation and academic performance. The interactive features encouraged students to engage more deeply with the material, resulting in better comprehension and retention.

Discussion

The findings of this study demonstrate that the integration of H5P-based interactive video learning media effectively improves both student engagement and learning outcomes in Fiqh learning. This result supports constructivist learning theory, which emphasizes that students learn more effectively when actively involved in the learning process rather than passively receiving information.

The significant increase in student engagement—from 57.9% to 94.1%—indicates that interactive media successfully created a more dynamic and participatory learning environment. According to Sudjana (2016), student activeness is a key indicator of successful learning, as active participation enhances understanding and retention. In this study, students were not only observing but also interacting through embedded quizzes and activities, which encouraged critical thinking and active involvement.

Furthermore, the improvement in learning outcomes, with mastery levels rising from 35% to 100%, demonstrates the effectiveness of interactive video media in facilitating comprehension. This finding is consistent with Gunawan (2020), who reported that interactive video media can significantly improve cognitive learning outcomes by presenting material in a more concrete and engaging manner.

The results of this study are also in line with previous research. Setiawan (2020) found that H5P-based interactive media increased student motivation and engagement, while Utari (2022) reported that such media are highly interactive and effective in improving learning experiences. Similarly, Sanda (2023) highlighted that H5P-based learning enhances students' conceptual understanding and self-efficacy.

From a technological perspective, the findings support the argument of Bates and Sangra (2011) that the appropriate integration of technology can enhance the quality of teaching and learning. In this study, H5P functioned as an effective tool

to bridge abstract Fiqh concepts with concrete learning experiences through visual and interactive representations.

Additionally, the use of interactive media addresses the limitations of conventional teaching methods, which tend to make students passive and less motivated. As noted by Sari (2018), interactive learning media significantly improve both motivation and learning outcomes. The present study confirms this by showing that students became more enthusiastic, active, and confident during the learning process.

Overall, the findings indicate that H5P-based interactive video learning media is not only effective empirically but also supported theoretically and by previous research. The combination of interactivity, visualization, and student-centered learning plays a crucial role in improving both engagement and learning outcomes, particularly in subjects such as Fiqh that require both conceptual understanding and practical application.

Conclusion

This study demonstrates that the implementation of H5P-based interactive video media in Fiqh learning Grade III at State Elementary School 1, Jenangan-Ponorogo has a substantial impact on both student engagement and learning outcomes. The findings consistently show that the integration of interactive digital media transforms the learning atmosphere from passive to active participation. Students who were previously less attentive and disengaged became more involved in observing, responding, and interacting with the learning material through embedded activities in the H5P media.

The increase in learning engagement is clearly reflected in the transition from the first cycle to the second cycle. In the initial cycle, student activeness was still relatively moderate, indicating that learners were in the adaptation stage toward the new learning approach. However, after improvements were made in instructional strategies and media utilization, the second cycle showed a significant enhancement in student participation. Learners became more responsive, collaborative, and confident in expressing their understanding, indicating that interactive video media successfully created a more meaningful and student-centered learning experience.

Similarly, student learning outcomes experienced a notable improvement. In the first cycle, only a portion of students achieved the minimum mastery criteria, reflecting the limitations of conventional teaching approaches. After refining the learning design and maximizing the use of H5P-based media in the second cycle, all students were able to achieve mastery learning. This improvement confirms that interactive video media not only enhances engagement but also strengthens conceptual understanding, particularly in abstract and procedural materials such as prayer in Fiqh subjects.

Overall, the study concludes that H5P-based interactive video learning media is effective in improving both the activeness and academic achievement of students. The combination of visual, auditory, and interactive elements enables students to learn more concretely, actively, and enjoyably, thereby supporting optimal learning outcomes.

Implications

The findings of this research carry important implications for the development of learning practices, particularly in the context of Islamic Religious Education. The successful implementation of H5P-based interactive video media indicates that the integration of technology can shift the learning paradigm from teacher-centered to student-centered approaches. This transformation allows students to actively construct their understanding through interaction, exploration, and direct engagement with learning content.

From a pedagogical perspective, this study highlights the importance of designing learning experiences that are not only informative but also interactive and engaging. Teachers are encouraged to move beyond conventional lecture methods and adopt innovative media that facilitate deeper understanding, especially for materials that require demonstration and practice. The use of interactive video is particularly relevant in subjects like Fiqh, where procedural knowledge can be better understood through visualization and simulation.

Institutionally, the results suggest that schools need to support the integration of digital learning tools by providing adequate infrastructure and training. The adoption of technology-based learning media can contribute to improving overall

educational quality and aligning teaching practices with the demands of the digital era. Furthermore, this study reinforces the role of educational technology as a strategic tool in achieving learning effectiveness and student success.

Suggestions

Based on the results of this study, several recommendations can be proposed to enhance future educational practices. For students, the use of interactive video media should be continuously encouraged as it supports independent learning, increases motivation, and facilitates a deeper understanding of learning materials. Students are expected to actively engage with such media and utilize it as a tool to improve both conceptual and practical competencies.

For teachers, it is important to continuously develop skills in utilizing educational technology, particularly interactive media such as H5P. Teachers should be creative in designing learning activities that integrate multimedia elements to create a more dynamic and engaging classroom environment. Continuous professional development and experimentation with innovative teaching strategies are essential to maintain effective learning processes.

For schools, there is a need to strengthen support systems for technology integration, including providing adequate facilities such as internet access, projectors, and digital devices. Schools should also encourage a culture of innovation among teachers by facilitating training programs and collaborative learning communities focused on digital pedagogy.

For future researchers, this study can serve as a reference for further exploration of technology-based learning media in different subjects, educational levels, or contexts. Further research may also investigate long-term impacts, variations of interactive media, or comparisons with other digital tools to enrich the understanding of effective learning innovations.

In essence, the integration of H5P-based interactive video media is not merely a technological addition, but a meaningful pedagogical innovation that has the potential to significantly enhance the quality of education when implemented thoughtfully and consistently.

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